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EDITORIAL NOTES

At the Indianapolis meeting of the Society of College Teachers of Education, held on March 3, 1910, the writer made some suggestions concerning the desirability of providing for the establishment of a regular publication by the society, which should include the annual papers of the society and other important monographs that might be prepared by members of the society. It was believed that by this means the deliberations of the society would develop a regular channel of publication and be of much larger service to the cause of education. Up to that time no regular provision has been made for the annual papers, and they had appeared in various journals; one year they were published by Teachers College, Columbia University, another year by the *Journal of Pedagogy*, another year by the *School Review*; and for two years they were published independently by the society. It was thought that by providing for a regular publication including a series of monographs a way would be opened for publishing much technical matter and papers of a length which could not ordinarily find a place in the regular educational magazines.

At that time a suggestion was offered to the effect that instead of developing an entirely new avenue of publication, it might be better to take advantage of some avenue already established. The proposition was made that the publication of the papers and proceedings of the Society of College Teachers of Education be undertaken by the *School Review* under conditions similar to those which now obtain for the publication through the University of Chicago Press of the papers of the National Society for the Study of Education and some other scientific organizations. The society requested Professor Judd to present in writing to the Executive Committee the exact details of the plan of co-operation proposed. Accordingly a detailed proposition was placed in the hands of the members of the Executive Committee before the Mobile meeting. This plan seemed feasible to the Executive Committee, and it was therefore recommended to the society at the meeting in Mobile on March 24, 1911. After some discussion the plan as a whole was accepted by the society and the Executive Committee was authorized to work out further details and put the plan in operation.

The plan is an agreement which in essence provides that the *School Review* shall be the official organ of the Society of College Teachers of Education. The *School Review* is to be managed by a joint board of editors composed of the University Editorial Committee, and five members to be elected by the Society of College Teachers of Education. The University

of Chicago will continue to be responsible for the printing, distribution, and financial obligations of the *School Review* and will also assume the same relation to the annual monograph published by the society. The only financial obligation resting with the society will be the payment of annual dues of \$2.00 per member; \$1.50 of this amount will be paid to the *School Review*, in return for which each member will receive the *School Review* and the annual monograph of the society. The remaining \$0.50 will be retained in the treasury of the society. The University of Chicago now maintains the *Review* with an annual subsidy of somewhat more than \$1,000.00. Should any revenue be derived from the annual monograph and the special monograph series in excess of the cost of publication and distribution, it is agreed that such surplus shall be devoted to the improvement of the *School Review*. The special monographs, to be known as "The School Review Monographs," which will be published from time to time, will be furnished to members of the Society of College Teachers of Education at a 25 per cent discount from the published price.

A joint meeting of the Editorial Committee of the society and representatives of the *School Review* was held in Chicago, March 22, 1911. The present Editorial Committee of the *Review* consists of Professor Gore, Dr. Freeman, and Principal Johnson. The Executive Committee of the Society of College Teachers of Education appointed the following representatives of the society to act as the editorial representatives of the society: Professor Holland, of the University of Indiana, one year; Professor Hanus, of Harvard University, two years; Professor Bagley, of the University of Illinois, three years; Professor O'Shea, of the University of Wisconsin, four years; Professor Bolton, of the University of Iowa, five years. Upon the recommendation of the members of the society, Professor Gore was continued as managing editor. This board will have full power to determine the policy of the *Review* and the monograph series, and to determine upon the matter for publication.

It is the writer's confident expectation that the conditions of the present arrangement will stimulate the publication of important contributions to education, and he believes that the Society of College Teachers of Education is exceedingly fortunate in securing on such liberal terms a well-established channel of publication and distribution. As has frequently been pointed out, many of our monographs in America are published in such a way as never to become known to the public for whom they are of interest. We need a concentration of publication in well-established channels instead of a multiplication of new periodicals and monograph series established by various societies and institutions. The authorities of the University of Chicago are certainly very generous in sharing the management of the *Review* with the society and in promoting publications in the interest of the scientific study of education.

The editors of the *School Review* invite the members of the society and

others who may know of suitable material, either for the columns of the *School Review* or for the monograph series, to bring such material to the attention of the editorial board, who will pass upon its availability for publication.

FREDERICK E. BOLTON

A conference on the moral phases of public education was held at Teachers College, New York, on February 15 and 16. The conference was called by the Council of the Religious Education Association, and followed immediately the annual convention of that association in Providence. The attendance, which was by invitation, reached about one hundred, representing the East, the Middle and Far West, and the South, and comprised presidents of colleges, professors of education and ethics, superintendents, principals and teachers of public and private secondary and elementary schools, and other social workers not directly connected with the schools. Twenty reports on the conditions and methods employed in colleges, normal schools, and public schools of thirteen states, filling one hundred and fifty-eight printed pages in *Religious Education*, the journal of the Association, had been placed in advance in the hands of the members of the conference. These, "taken as read," formed the basis of most of the discussions, and made this a real conference, not a gathering for the reading of papers. There were five sessions, at each of which a special aspect of the general subject was discussed: (1) legal provisions for moral instruction and training in the various states; (2) the training of teachers for the work of moral instruction and training; (3) the practice of the schools in the different states, with special reference to new experiments; (4) a comparison of methods of moral instruction and training; (5) what advance steps should now be taken?

The following resolutions, adopted at the closing session, summarize the conclusions of the conference as to the present status of moral education in the schools and the further steps which it is desirable at this time to take:

"We, the members of the Conference on the Moral Phases of Public Education, believe that the *moral aim*, i.e., the formation of character, should be treated as fundamental in all education; that morality has a positive as well as a negative content; that the former should receive primary emphasis; that it consists, in one aspect, of promotion of the common good, in another, of the attainment of individual character.

"We believe that the personality of the teacher and the general organization of the school are primary agents in the development of character.

"We believe that progress has been made in recent years in the development of character through public education; that such progress is forcibly

evidenced by the diminishing significance of punishment as an element in the school life of the present; by the improved organization of the school whereby initiative and therefore independence on the part of the pupil is much more fully secured than formerly; by the development through instruction of the taste for good things to an extent far beyond that which prevailed a generation ago; and finally by a remarkable provision for the physical and thereby the moral welfare of the child.

"In spite of this progress, we believe that still more systematic efforts on the part of the school for the development of moral character are imperative. With this fact in mind, we make the following recommendations:

1. "That teachers be impressed with their responsibility for a much greater use of their personal influence with pupils through personal contact and sympathy than is now customary.

2. "That the teacher's opportunity for personal contact and influence with the children be enlarged (*a*) by reducing the number of pupils assigned to a teacher, (*b*) by eliminating the obsolete and less vital materials from the curriculum, (*c*) by permitting the teacher greater personal choice in adjusting subject-matter and method to the individual needs of children, and (*d*) by modifying the prevalent character of school supervision so that the subtler personal influences of good teaching may be more completely taken into account.

3. "That an increased effort be made to secure the moral values of the content of all subjects in the curriculum so that moral instruction may be enlivened, appreciation awakened, and personalities enriched.

4. "That *direct moral instruction*, varying in content according to conditions, systematic or otherwise according to personal preference, be employed as a means of moral education, with the special object of developing the power and habit of moral thoughtfulness.

5. "That school and community activities, such as plays, games, festivals, student organizations, social intercourse, social service, etc., be more extensively yet vigilantly used as a means of moral growth.

6. "That the foregoing five recommendations be considered as applying in full to institutions for the training of teachers, such as normal schools and colleges, recognizing that beyond question the *practice* touching these demands followed by such institutions will largely determine the extent to which such demands find realization in the public schools.

7. "That, in addition, courses in personal and social ethics, moral instruction and training, constitute a prominent part of the curriculum in such institutions.

8. "That since the improvement of character demands that education inside the school go hand in hand with efforts for social betterment in the community outside, every opportunity be taken to arouse in teachers and normal students an intelligent interest in these vital facts by means of

courses in educational sociology and active participation in philanthropic and civic work.

9. "That we approve of the greatly increased emphasis in the teaching of the biological sciences laid upon personal and institutional hygiene, and, in particular, upon sex-hygiene and eugenics.

10. "That it is the sense of this conference that the Council of Religious Education be requested to call another such conference as soon as may seem advisable, and that at such conference the relation of the content of the curriculum to the practical life of the pupil receive special consideration."

The significance of this conference is in the type of men who composed it and in the method by which the material was prepared and presented, not in its immediate results. From most of the statements contained in the resolutions adopted there is likely to be no dissent. With the recommendation for direct moral instruction, however, there will be much dissent on the part of those most interested in moral instruction. It is doubtful whether teachers competent to give moral instruction may not do this as effectively through informal means; there can be little doubt that such instruction attempted by the incompetent would be futile if not harmful. The real significance of the conference is that it marks a beginning of a scientific study of the problem of moral education through the schools. Further conferences will discover what, if any, permanent value has resulted.

SIGNIFICANCE
OF THE
CONFERENCE

FRANKLIN W. JOHNSON